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Journal of EDUCATION

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JOURNAL of EDUCATION

A. E. WINSHIP and A. W. BELDING, EDITORS

ISOBEL R. LAY, MANAGING EDITOR

CONTENTS FOR SEPTEMBER 23, 1929

EDITORALS:—
Tolerance 207
Music Achievement 207
Commercial Education 208
Landis Tanger to Millersville 208
Colloquism in Personality 208
State Superintendent Harman 208
The Illiteracy Appeal 208
Buchner's Death a Calamity 208
Exceptional Leadership 209
Education Week 209
Social Service Organizations 209
Educational Community Service 209
Major Mawe, Boston University 209
A Famous Address 210
St. Louis Reorganization 210

BELDING'S PAGE 211
First Day an Index 211
Teaching Honesty 211

ARE HIGH SCHOOL ATHLETICS OVER-DONE? 212

THE INFECTED DOCTOR 214
By P. W. Horn

THE FRUITS OF THEIR LABOR 215
By S. M. Barrett

THEY SAY 217

PEDAGOGY AND PEDADOGY 218
By Arthur Dean

GLORY OF THE JAMBOREE 219

HOW WE LEARN (Poem) 219

EDUCATION IN ACTION 220

TREND OF THE TIMES 222

THE BOOK TABLE 223

GRINS BETWEEN GRINDS 225

NEED FOR SCHOOLS IN SOUTH 226

APPEAL OF 5,000,000 226

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EDITORIALS

Tolerance

WE HAVE said so much about religious intolerance that we never use "tolerance" in its industrial and educational sense.

Tolerance in a machine is the allowance for inaccuracy. In 1920 no one had ever heard of one-thousandth tolerance. One-hundredth tolerance was quite satisfactory. Five years ago no one believed a one-thousandth tolerance was feasible. Now it is common, and one-ten-thousandth tolerance is not uncommon.

Mass production depends almost entirely upon the elimination of "intolerance" in machines.

Educationally we are ridiculous in that we do not classify pupils in groups so as to reduce tolerance to a vanishing point and eliminate all repeating, due to failure to learn things they have no talent for, which would be worthless to them if they were learned.

State Attorney General of Idaho, W. D. Gillis, in rendering an official opinion recently, said: "Boards of school trustees can do almost anything within reason in regulating the conduct of children." This is wholesome.

Music Achievement

IN THIS era of achievement education, for which this decade will be famous in history, there are many remarkable demonstrations, and the Journal of Education will magnify several of these during the coming school year.

Music achievements will be brilliantly described in the issue of October 7, written by one of the best known and most appreciative friends of public school music in the United States.

The day of theorizing as to what might be and what ought to be is past. Nothing has significance that does not demonstrate high achievement in noble service to humanity.

The Boy Scouts of America have started a campaign for ten million dollars, and it looks as though they would get it. Big business believes in Boy Scouts.

Commercial Education

AT THE meeting of the International Congress of Commercial Education in Amsterdam in September the United States was much better represented than heretofore, and an American Branch was formed with a vice-president of the International Congress as head of the American Branch.

John R. Gregg of New York is the vice-president of the International Congress and leader of the American Branch, and Lloyd L. Jones, assistant commissioner of the Cleveland Board of Education, is secretary of the American Branch of the Congress.

It was clearly recognized that everything tends to make commercial education an international concern and that the United States is a vital factor.

Landis Tanger to Millersville

DR. LANDIS TANGER, for seven years superintendent, Reading, Pennsylvania, is now president, State Teachers College, Millersville. That which interests us most is the fact that the Reading superintendency has furnished the presidency. Few cities have developed as many eminent professional leaders as has Reading. Every superintendent has been a leader in the state, two have been famous nationally. Dr. Thomas M. Balliet is, and has been for nearly fifty years, one of the very eminent educators of the country. Dr. Z. X. Snyder at Indiana State Normal School and at the Colorado State Teachers College, and as a scientist in education no one challenged his leadership. Both of these men attained prominence as superintendents of Reading.

Landis Tanger has earned this rare responsibility as did Balliet and Snyder.

Colloquism in Personality

THE American Psychiatric Association issued the "Proceedings First Colloquism on Personality Investigation" last December, in which psychiatrists and social sciences get acquainted with each other, professionally and scientifically. It is the most interesting and enlightening presentation of the inter-relation of these fellow workers in the study of "Personality." Published by American Psychiatric Association, New York City.

State Superintendent Harman

UPON the retirement of State Superintendent R. E. Tidwell, of Alabama, who joins the faculty of Columbia University, Dr. A. F. Harman, one of the assistant state superintendents, was appointed by the governor to succeed Dr. Tidwell. Dr. Harman made a national reputation as superintendent of Montgomery county. In every respect he made his county a leader nationally. He has been a magnetic force in the short time that he has been an assistant state superintendent. The Governor, in announcing his choice of Dr. Harman as Dr. Tidwell's successor, said, with emphasis, that he considered him the one man in the state for the position.

The Illiteracy Appeal

PRESIDENT HOOVER'S interest in a few neglected illiterate children for whom he has planned a twelve-hundred-dollar schoolhouse, for which the state of Virginia is to provide a teacher, bids fair to lead the way to eliminate illiteracy from the United States.

President Hoover has demonstrated human interest in the mountaineers among whom he spends leisure days, and he cannot deny that the children of mountaineers all the way from the Rapidan to Georgia are as deserving of administrative aid as his neighbors of the Blue Ridge Mountains.

In five minutes President Hoover can write an appeal that will give Dr. John H. Finley's committee all the money needed to enable Mrs. Cora Wilson Stewart and her associates to wipe out the scandal of illiteracy before December 31, 1930.

Buchner's Death a Calamity

THE death of Dr. Edward F. Buchner, director of graduate schools, Johns Hopkins University, is little short of a national calamity. He was in the prime of life, had just closed his season of summer school work in Munich, and was to start on a pleasure tour of Europe with his family, when with only two days' illness he died on August 22.

There is scarcely any professional educator whose death could be a more serious matter nationally than is his.

He was not only in the front rank in professional scholarship, but was absolutely the leader of all professional scholars in merging a graduate school of education with the school system of a city of first rank. Dr. David E. Weglein, city superintendent, was high man on his faculty, and Dr. Bamberger, the leading member of the faculty in regular service, was taken from the city service.

Personally and professionally Dr. Buchner will be greatly missed.

Professors who think they are sage,
When they tire of obscurity's cage,
And turn themselves loose
With a bunch of abuse—
Are they aiming to make the front page?

Denis.

Exceptional Leadership

AS PRESIDENT of the State Association of South Carolina, Dr. Harry Clark, dean of department of education, Furman University, Greenville, made an important appeal to the editors of the state. We quote from a personal letter which he sent to every paper in the state in advance of the opening of schools:—

"At the opening of the schools each year some newspapers, unfortunately, use cartoons of teachers or of unwilling boys reluctantly being forced into schools. As public servants who are trying to render the largest possible service the teachers feel that such features are unjust to a group of public servants who are generally conceded to be among the most unselfish and poorly paid. We suggest as an offset to such injurious material that you write a helpful editorial on our schools, their value, and the fact that the average child's attitude toward school is now that of interest. The school supplies the child with needed social contacts. The modern school has so much to interest the modern child that counties with no compulsory attendance laws find that the children go voluntarily and gladly to school."

Education Week

THIS year Education Week and Book Week will do team work, except that Book Week will have the Sunday before and Education the Sunday after. November 11-17 will be Education Week and November 10-16 will be Book Week.

In Education Week, Monday will stress Citizenship; Tuesday, The Home and School; Wednesday, The Spirit of Learning; Thursday, Economic Effectiveness; Friday, Health; Saturday, The Use of Leisure; Sunday, Character.

Social Service Organizations

ONE of the delightful features of the public spirit of today is the practice of fraternities and social service organizations to sponsor certain phases of public education. The latest is by the Elks of San Diego, who have adopted the high school band. The high school officials and the city board of education sanction this adoption. There are now sixty boys in the band, and the expectation is that it will be one of the famous bands of the Pacific Coast.

Educational Community Service

THE public schools are influencing community life far more than was thought possible ten years ago.

This is due chiefly to the modification of secondary schools, which is due largely to the vast increase in the enrollment in the previous two decades. The modification will increase in geometrical ratio for another decade.

Most of the hundred per cent. increase are boys and girls who would have no use for the academic style of high school which prevailed until the present decade.

The radical change in secondary education is due to the fact that its service is a community service as never before. The high school is for the education of the community rather than exclusively for individuals, as always in the past. The present enthusiasm over adult education is really a feature of community education.

The community demands all the vocational, commercial and social education it needs. These three trends of education have slight use for academic methods which teach subjects rather than boys and girls; which look backward rather than forward; magnify what a student learns of the long ago rather than preparation to interpret how to make good use of the life he will live in the near future.

Joseph Kinmont Hart, University of Wisconsin, in "A Social Interpretation of Education" (Henry Holt Company) states the new community service for secondary schools more heroically and brilliantly than we have known any university man to state it.

"Getting an education is no longer merely getting answers. In getting answers we merely share the past achievements of the race, the old techniques, the old ways, the old habits, and the accepted and often sterile knowledge of that bygone past."

"The real problem of education becomes that of *making a community* that shall be expressive of humanity, present and to come. Human life is as real as corn and cattle, or any other living thing."

The most thrilling sentence in his wonderful book is this: "An un-related school—a school that is unacquainted with, or indifferent to, the world with which it is attempting to operate: the world from which its 'pupils' come each morning, and to which they must go back evenings—*is an impertinence*. A school that compels children to become 'pupils' for some hours each day is in the long run an immoral institution. *The vitalizers of life are in communities*, not in institutions."

Major Mawe, Boston University

BOSTON UNIVERSITY, School of Education, will have a credit-earning course for Boy Scout executives with Major Montague D. Mawe (pronounced Moore) as instructor and leader.

Major Mawe was one of the managers of headquarters at Arrow Park during the Jamboree and Dr. Wilde, dean of School of Education, Bos-

ton University, was authorized by a friend of Scouting and of Boston University to discover some one adequately equipped who was adapted for university leadership in America, and there was no question about the fitness of Major Mawe for this position.

Major Mawe is a Master of Arts from Cambridge, England, and has given his life to Scouting, not as a salaried officer but as one devoted to the principles of the movement. Last year he spent on commission to South Africa, where his and his wife's service was most cordially received.

Major Mawe comes to the University on direct commission from the Chief Scout, Lord Baden-Powell, whose good offices were sought to secure a man of high character and extended experience to supplement American points of view with those derived from the fountain head of scouting in England and from service in other lands.

The commission of the Chief Scout reads as follows:—

"Major M. D. Mawe proceeds to the United States at the desire of the Chief Scout, as representing him, at the request of Boston University supported by the Boy Scouts of America. His primary duty will be to deliver a course of lectures at Boston University, and he will in addition travel the country under the auspices of the Boy Scouts of America, not as one of their executives but as an interpreter of the Chief Scout.

"Robert Baden-Powell."

Thus Boston is the immediate beneficiary for America of the famous Jamboree in Arrow Park, 1929.

During the annual congress of the all-German Teachers Association (more than 150,000 members) this year at Dresden, the following resolution was adopted:—

"All efforts among teachers and pupils that help to familiarize the people with the help-language (Esperanto) should be encouraged."

A Famous Address

I HAVE probably heard more addresses on education by a wide range of speakers than has any one, past or present, and have always been an appreciative listener.

It is true, so far as I know, that I have never used as my own anything that I have heard in the sixty-six years that I have sat at the feet of men of much learning and brilliant delivery.

The surprising feature of all this is that there have been few addresses that have been universally and intensely appreciated, and one of these was delivered at the meeting of the Department of Superintendence in Cleveland six years ago last February by Henry Turner Bailey. It seemed spontaneous, seemed to have been born as he stood on the platform.

But he now says that he published it under the title, "The City of Refuge" fourteen years before he delivered it so artistically in 1923. The small edition was exhausted, but he has lectured innumerable times in these six years and the address broadened year to year, and now it comes from the press re-christened as "The Magic Realm of the Arts," but reads as it thrilled that Cleveland audience in 1923. It was as captivating, as vitalizing, as glorifying as it was when he gave it wings at the meeting of the Department of Superintendence. We have read nothing in many a day that is as exalting to me as is this Cleveland address of six years ago, which was fourteen years old then.

It is published by The Davis Press, Inc., Worcester, Massachusetts.

Henry Ford is reported to have signed a contract to build 100,000 automobiles a year for four years in Russia, and the government is to purchase $30,000,000 worth of Ford products in the four years. Russia is certainly getting a good taste of American prosperity.

St. Louis Reorganization

FOLLOWING the retirement of John J. Maddox as superintendent of St. Louis the first act in the reorganization was the selection of three assistant superintendents, Miss Lillie R. Ernst, who was demoted three years ago to a grade school superintendency; T. E. Spencer, principal of the Vocational School, and former director of reference, research and publicity, and J. Leslie Purdom, principal of the Harris Teachers College. The salary of an assistant superintendent is $8,000. There are now three assistant superintendents. Henry J. Gerling is acting superintendent.

"This is your country—beautify it." This is the prize-winning slogan won by a Detroit school girl in competition with more than 6,000 slogans submitted for the prize offered by Mrs. John D. Rockefeller, Jr., for the phrase which would "most stimulate interest in the beauty of the countryside and enlist popular support in preserving and beautifying it."

Academic freedom is in greater danger from its friends than from its critics. The public is vastly more interested in the freedom of youth from foolish professors than in the freedom of professors which would permit them to be harmful to youth.

Belding's Page

FIRST DAY AN INDEX

BOYS and girls trooped back to schools on the opening day, rested and ready for their new tasks. Some of the children were unable to conceal their eagerness, hard as they tried to do so.

Not in every school were the tasks ready for the pupils. For schools are of two sorts—the well-organized and the badly organized. And the badly-organized are still much too numerous.

In a badly-organized school the teachers are present on the first day. Part of the books—if the school furnishes books—are on hand and part are not. Children get into wrong rooms, and have to be called out and unscrambled. Programs have not been arranged. Pupils are sent home early, so that principal and teachers can get together and discover where they are at.

Next day the children come again. They receive very little instruction. They sit and wait. Chaos must be ironed out.

Home lessons for the second night are given out: "Put a cover on your book."

About the third or fourth day, work begins. And the loss of time will be made up later, by longer assignments, when pressure from above has reminded teachers that their classes are behind schedule.

Contrast the well-organized school. The principal or an assistant has toiled many hours during the summer to arrange a program and to see that it fits the requirements of every individual pupil. Every member of the school knows where to go from the first minute of arrival in the building. A card has been made out for every pupil, showing where he is to be and how he is to be occupied each hour of the day, each day of the week.

The first day is not wasted in the well-organized school. It is a day of beginnings. The fresh ardor of the pupils is not dampened by delay. Neither is a bad example of laziness, shiftlessness and topsyturviness set before the children.

The day that schools open should be a day of school, not a day of loafing. The days of school are fewer than the days of vacation, in most places. Every school day should count. This much is due the taxpayers, the parents, and the children.

TEACHING HONESTY

ONE of the most difficult things to teach is honesty. The failure of American instruction in the Philippines is said to be that it has not made the Filipinos reliable, as evinced by their behavior in political office. But one does not need to look across the Pacific to our insular possessions to find dishonest politicians. They are abundant in the United States. And as for crimes of dishonesty, they are plentiful all around us.

The churches and the homes were once the main bulwarks of honesty. Those bulwarks are still important, but in places they have crumbled. No longer do they supply the teaching and motivation needful. In consequence, the public continually endeavors to put a larger share of responsibility for integrity upon the schools.

Character training, in all its phases, has been shouldered bravely, if reluctantly, by many of the public schools. But the instruction addressed to the emotions, as this must be, is something so new in the experience of educators that they must grope rather blindly for a while and make mistakes.

Habits of dependableness have always been formed by schools in many of their young charges. Such habits have been evaded by the lazy and the tricky. But it is safe to say that the schools have moulded character of excellent quality in a majority of those coming up through the grades—even before character building became a separate subject in the curriculum.

Indeed, it is altogether possible that an exemplary teacher, insisting upon the faithful performance of assigned tasks by every pupil, did as much for character as is being done today through a more conscious attempt to impart virtue by precept and story, by discussion and analysis of hypothetical situations.

Character teaching which seems to be effective with young boys and girls has been observed to work in quite an opposite direction with many in their teens. There is a danger that hypocrisy will creep in, if it has not already done so—young people reciting glibly what ought to be done in certain situations, then proceeding to do just the contrary. This tendency should be watched, even at the cost of abandoning some trails which at first looked promising.

To cultivate hypocrisy on the effort to produce honesty, would be a sad missing of the mark. No system, however cherished, should be continued if it is found to be working to defeat its very purpose.

In democratic America it is surprising how many college professors choose to send their children to private schools. Why is it?

Anson W. Belding

Associate Editor.

Are High School Athletics Overdone?

By FRANK D. BOYNTON
Superintendent, Ithaca, N. Y.

TO MY thinking, there is a wide difference in objectives between so-called "Varsity Athletics," or school teams, and physical education in secondary schools. "Varsity Athletics" has for its major objective the developing of a team to meet other teams similarly trained for the purpose of contest with the hope of victory. Since the team members are generally superb specimens of physical development, the educational value is very largely of the cigar store and barber shop variety. As compared with the total student-body, the number affected is quite negligible.

Most emphatically I believe in physical contests. The dullest amongst us is stirred by an exhibition of strength and courage. It would be unfortunate indeed to adopt any plan of physical education which would have for one of its objectives the elimination of wholesome rivalry between groups within the school and between schools in the reasonably near vicinity. I wish to make myself clear upon this point.

The Greek conception of a professional strong man was Hercules. They worked out their idea in enduring marble. Their strong athletic specialist had broad shoulders, great muscles, and a head about the size of an egg. What did the Greeks mean by placing such a small brain storage capacity upon such a huge physical bulk? I don't know. I wasn't there to hear the discussion; but my guess is that they meant to discredit the mentality of the professional athlete—the professional coach, as he is called today, to my mind the most over-estimated, over-paid, and prominent-chested person I have ever met. In so far as this worthy is concerned, he should be placed at his true valuation as compared to the valuation of members of the administrative and instructing staff, or dismissed altogether. The athletic program that has for its major objective the production of a successful "five" or "nine" while the rest of the school looks on is a failure educationally even though its "Varsity Teams" are state champions.

My athletic program is, then, "athletics for all and all for athletics." Let the "Varsity Teams" be the product of physical education as a senior class is the product of academic education. Instead of a small squad playing basketball and baseball, e.g., have all boys and girls playing both. Have a program that will not only include these sports but field hockey, tennis, volley ball, field sports, etc. The statement that one hears frequently, namely, that boys are held in school because of their athletics, is over-balanced by those who fail because of excessive athletics.

Our school physicians tell us of the number of the physically defective that they find; defects which, if not corrected in youth, will handicap the individual throughout life. The army records show a pitiful situation in this respect. Are these to receive no attention? Thus far they have been the last to be considered worthy. Physical education should pay attention to these. There should be open-air schools, special exercises planned and attention given to diet, yes, at the expense of "Varsity Athletics," where the funds aren't sufficient for both.

In a public discussion it would be difficult to maintain the thesis that public funds should be used for the purpose of providing athletic training for a few boys nearly perfect physically in order to develop a team that has for its major objective the beating of some other team similarly trained. "School spirit," in the light of the meagre support often given these small groups, cannot be urged as a justifying reason for such expenditure.

Unless a program of athletics were broad enough to take in the entire student-body, including a program for all-the-year-round recreation with evening programs for grown-ups after some such plan as is herein briefly sketched, I should not be willing to ask the taxpayers to employ a physical director. I am not interested in the "coach" *per se*, but I am interested in a strong program of physical and health education as broad as the school system itself, in charge of trained teachers and students showing special abilities in this work; and for such a program, I have persuaded Ithacans to support, not one but eleven such physical and health teachers, and to interest as many more teachers of the line to do after-school work.

By FRANK L. EVERSULL
Principal, East St. Louis, Illinois

IN THE consideration of the problem of school athletics, three phases of work must necessarily confront the school administrator. The first one has to do with the pupils participating. The second one concerns the student body and the third concerns the public.

If we face these questions fairly and squarely, there is little doubt but that the athletic program of the modern high school is overdone from the standpoint of the pupils who participate. Excessive training has its effect upon the physical organism and does detract from the work of the school. Those who play certainly are put to great strain.

This means that sooner or later some of the school work must be slighted or treated indifferently.

Vicarious exercises may be highly desirable, but when it is taken by the ninety to ninety-five per cent of the pupils, it becomes a serious problem. Any of the school contests aims at winning. This makes school athletics a highly selective program. Hence, the ninety and five must get their physical training on the field via the route of yelling, cheering, snake-dancing, and what not. While these are conducive to fine school spirit, they are lacking in some of the more strenuous activities of the well-appointed athletic program.

In the third place, both the student body and the public are contributing largely to this great Frankenstein of the high school. Giant athletic fields are going up everywhere, and the athletic goods business is exacting its toll from the nation at large. Not satisfied with outdoing schools with playing, we now must outdo them with drum and bugle corps, with bands and their uniforms, with cheer leaders and their uniforms, with pomp and show until the financial burden is excessive.

As an antidote for these difficulties, it is suggested that we have intra-school athletics with less training for winning and more training for health; that the program extend from the first grade or kindergarten through the junior college; that it be done for the love of the game as well as for school spirit and income to the athletic board. We need wider participation. We need a functional program of athletics that aims at health, worthy use of leisure, and ethical character development. Out of these we may hope for a new and vitalized school spirit.

By AUGUSTUS O. THOMAS
Augusta, Maine

ARE school athletics overdone is a pertinent question. It is one upon which the people are vitally interested and concerning which public sentiment is widely divergent. It may be that certain phases of athletics are rather overdone. It may be we have cultivated into the generation the spirit of "WIN." It may be that our system brings into activity too small a proportion of our students.

It is my judgment that we need some modifications of our athletic activities, but certainly not a reduction of interest—rather an increase of interest. We also need a more careful direction and a more careful building up of our teams. It has been our custom to take those who had special prowess and ability in certain direction. The thing, to my mind, which would be most helpful is an extra-curricular guidance.

Every young person in our high schools and colleges should be interested in some form of extra-curricular activity. All cannot make places on the teams, but they should be developed on the physical side. Perhaps the undesirable feature of the interested few on our school teams is offset by the fact that not every student has a special fitness for that particular line of work. However, he has a fitness for some other type and he should get into this. Orchestras, bands, debating societies, dramatics, track teams, football, baseball, basketball, hockey, soccer, literary clubs, etc., are all open to our young people. A young man who plays in the band or the orchestra is devoting about as much time to his extra-curricular material as most young people are able to devote. After all, the seeming abuse of allowing a few to represent the school on the school teams is offset by the fact that the few represent the school in all these extra-curricular activities.

It depends a good deal, therefore, on how well organized the school is for extra-curricular activities and how well they are supervised. We have coaches for basketball, football, track, etc., who give their whole time to their particular work, creating an interest, picking out the best students in the school, and training them carefully, but in the smaller schools we do not have persons whose direct responsibility is to do these same things for the intellectual phases of the school. To my mind, we must spend more time and provide more efficient supervision for these elements which develop in the individual the ability to get into the spirit of some wholesome amusement, not only during his school period but in later years.

With the growing tendency of the shorter day and the shorter week, we must take more pains in preparing our young people for wholesome recreation and amusement to cover this longer period of rest from the job of making a living. The moral life of our country demands it and we should invent games and activities which may be carried on into mature life and on down into old age. Interest in music, art, literature and the like may now be carried on, but most of the games in which we engage are dropped when school life is over. No part of our school work needs a more careful revision and more definiteness of purpose than these extra-curricular activities. On the whole, school athletics are not especially overdone, but do need a more careful direction.

(This Symposium will be continued next week. An expression of your viewpoint will be appreciated.

The Infected Doctor

By P. W. HORN
President, Texas Technological College, Lubbock

YOU may perhaps have noticed that when your favorite surgeon is coming out of the operating room he looks more or less like the grand kleagle of the Ku Klux Klan. His white robe, the mask over his face, and his white gloves will at least make this suggestion.

You may also have noticed that after your family physician has felt your pulse or has otherwise placed his hand upon your person, he is just as likely as not to wash his hands. This is not because he thinks that you have been derelict in bathing or that he has gotten any dirt by reason of contact with you. He has washed his hands in a solution of carbolic acid, and not in mere water.

A generation or so ago it used to be noticed that when a physician had one case of fever of a certain type among his patients, he was likely to have within a short time a number of cases of the same kind. For some while this was simply considered one of the inscrutable acts of providence. After a time, however, the idea got abroad that perhaps it was the fault of the doctor himself. He was necessarily more or less around sick people, and the idea grew that perhaps in some fashion he carried contagion from sick people to well people.

In this day and time the good physician takes every precaution to keep this from happening. The white robes and the mask which he wears during the operation are not the regalia of some lodge. They are simply the precautions which he takes to make sure that he does not carry harmful germs from the patient on whom he has operated to some future patient. The washing of his hands in carbolic acid after he has touched one of his patients is for exactly the same purpose. Any physician today who would fail to observe these precautions is shown by that very fact to be out-of-date and woefully behind the times.

Now if it is characteristic of physicians in actual practice that they are more or less in contact with sick people, it is likewise characteristic of teachers that they are more or less in contact with people suffering from mental and spiritual malady. They are likewise very generally in contact with people at the age when they are most susceptible to impressions either for good or for evil. Would it not, therefore, seem to follow that the teacher also ought to take every precaution to keep from being even unknowingly the conveyor of germs from one person to another?

I once knew a woman teacher of above middle years who had developed an unquenchable bitterness toward the world in general and hatred toward all those in particular who were engaged in the work of school administration. She was a good teacher of such subjects as reading and writing and arithmetic, so long as she was well, and so long as she cared to be a good teacher. She lost one job after another until finally she was unable to secure any job at all. Some of her friends regarded her as a martyr. As a matter of fact, any man who knew the case would rather have had his child exposed to an attack of scarlet fever than to an attack of such biterness as this particular woman had.

It is true that this was an exceptional case. Nevertheless, it is not an unusual case for a teacher above middle years to develop a certain sourness which the average parent would be far from wishing his child to contract. This is by no means true of all teachers above middle years; but it is true with enough of them to cause an administrator or a parent to wonder what precautions can be taken to prevent the carrying of germs of that particular kind.

Then, again, I happen to know of a man who has served for years as a principal in a large city school system. Superintendents come and superintendents go, but this man goes on indefinitely. It is his chief concern in life to see that he does so. His idea of success is to stand in with the powers that be. When the time comes, however, that the superintendent appears to be losing ground, this gentleman will most cheerfully stab him in the back if it seems that it would be to his own political profit to do so. He is known as a man incapable of lasting friendship, often ready to sacrifice an old friend to gain a new ally. Any father might well ask himself the plain straight question as to how he would like if his own son were to develop traits of this same kind on account of the influence of this man.

This, again, is an extreme instance. And yet, there are people in the world who think it is not unusual for a man who teaches or acts as principal in a school system where there is a considerable amount of politics involved, to develop traits of timidity and a readiness to transfer loyalty. This certainly is not true of all men who teach in city school systems, but it certainly is true of some of them. Is there not in this instance need for the gauze mask or carbolic acid as a spiritual disinfectant?

Something is being done along this line. A teacher would not be allowed to obtain a position

or to hold one if he were known to have a tubercular taint or an infectious disease. A teacher would not obtain a position or hold one, if he were known to be an embezzler or to be guilty of social impurity.

You have perhaps met the teacher who is moral and scholarly, but who has a certain typical professorial habit of indecision of mind. In some instances he is merely so timid that he is afraid to make up his mind or to take a stand on any subject, on account of the possible effect it may have upon the holding of his job. In other instances he seems to be constitutionally unable to make up his mind on any subject that requires prompt and clear-cut decision. Who would be willing for his own child to contract a mental malady of that kind?

Are not kindliness and loyalty and courage and decision qualities which our schoolrooms should seek to encourage? And is not the marked absence of these qualities a spiritual disease of a decidedly contagious nature? Wouldn't the same precaution which leads a physician to wear a mask and to dip his hands frequently into a disinfectant also suggest that we take every possible precaution to see to it that mental and spiritual diseases are not transmitted from teacher to pupil in our classrooms?

The Fruits of Their Labor

By S. M. BARRETT

Kansas City, Missouri

THE American philosophy of life seems to say: "Get busy; beat the other fellow." But with this philosophy of competition also is blended the ideal of co-operation, which bears with it the thought that the individual member of society should subordinate himself to a cause whose consequences are for the common good. These ideals in philosophy have in a measure directed our great energy and our gigantic co-operative efforts.

Europeans, as a rule, do not understand the reasons for our excessive material progress, but they know of our achievements. In an address before the Fifth General Congress of the International Chamber of Commerce held at Amsterdam, July 12, Julius H. Barnes quoted President Pirelli as saying: "To us Europeans the progress of the United States is astounding." And so it is. Europeans do not understand American energy. They refer to it as "restlessness"—"mad rush after the dollar," or some other term equally as far beside the mark. But we know that we are going to do our best to "beat the other fellow." And we also know that there is not much limit to our energy. In our co-operative enterprises, whether it be to dig the Panama Canal, or to place a million men in arms across the ocean, our energy can be readily directed into co-operative activity.

Europeans do not understand our motives for higher standards of living. Seeing what they call the "lavishness" in our homes, they explain it by saying that American men are slaves to their wives. This is hardly the truth, for we know—in fact, we have been educated to know—that security of health in living inevitably follows the development of perfected refrigerators, household cleanliness, the equitably maintained temperature of the automatic heater, and other modern scientific improvements in the home. Our statistics show us that in the United States the fall in the death rate has been from 17 per thousand inhabitants to 12 per thousand inhabitants in the last twenty years. That means the equivalent of 600,000 fewer deaths per year at this date in our country than there were by our standards of living of twenty years ago. Therefore, we think that we are justified in our expenditure of wealth for living conditions and, hence, we equip the American homes with modern devices which make for security of life and enjoyment of health, even if the expenditure therefor seems excessive. But it has not been the expenditure alone (for equipment and furnishings) that has reduced our death rate. Thousands of doctors, thousands of nurses, thousands of dieticians, and millions of housewives have been taught in our schools and colleges these things that make for better living.

America's policy of education is that it shall be free to all from the kindergarten through the university. At present America has enrolled in her high schools and colleges more young people than all the rest of the world. This is another thing which Europeans do not understand. They call it the great American experiment, but to us it is a policy which has proved to be both profitable and wise—a policy to which the American people will cling with tenacity. It is our interpretation of equal educational opportunity.

Our material progress is a source of pride to us and often a source of wonder to Europeans. However, Europeans are inclined to dismiss the subject by pointing to the wonderful resources of the United States. But it should be remembered in this connection that all American countries, both North American and South American,

have wonderful natural resources and, therefore, still further information is necessary in order to explain the great material progress of the United States of America. The reasons for this prosperity appear in a study of any of our great industries. For instance, our iron and steel industries, which equal in production more than half of the world's total output, depend, of course, primarily upon the deposits of iron ore. But the ore which reaches the Pittsburgh furnaces must first travel 100 miles by rail, 1,000 miles on the Great Lakes, and another 150 miles to Pittsburgh, and then (after treatment) the product must be shipped 150 miles to the Atlantic seaboard before it can enter export competition. Only great energy, highly inventive genius, improved methods of mining, improved machinery, and the latest inventions in mining, manufacturing and transporting appliances could make this product of iron and steel able to compete in world markets. In contra-distinction to this situation, few of the largest manufacturing and industrial cities of Europe are very far from their sources of raw material, and none of them, except Moscow, are more than 500 miles from tide water, while many of ours, as Chicago, St. Louis, Kansas City, and Denver, are a long distance from any seaboard market.

In our copper industry, which enters world market competition at the Atlantic seaboard, 2,500 miles away from its source, is found another illustration of the results of an abundant supply of skilled, trained workmen, and improved machinery. Julius H. Barnes, in his address to which reference was previously made, mentions one copper mine of this West Central section of the United States that moves more dirt annually than was excavated in the whole Panama Canal. In this mine the laborers work under a daily wage scale of $5 as against the Chilean wage scale of $1.50, or the African man wage scale of 50 cents, and yet this mine is able to sell its copper advantageously in competition with the products of all mines. How do we do it? Trained men, improved machinery, and American energy.

In New York City one industry alone, the Bell Telephone Laboratory of Research, employs 4,000 people of whom more than half are highly trained scientists. This policy of employing trained men and improved machinery is the usual practice in all great American industries. Where do we get such an unlimited supply of skilled workmen and trained scientists? Our schools and colleges pour each year into the channels of industry a large supply of trained youthful minds and these young workers come with the characteristic energy of the American people, backed by a determination to follow the "go-getter" philosophy of their country.

American industry is built largely upon individual ownership. Incident to large individual ownership follows the accruing of large individual profits and fortunes. The United States government, and also many state governments, have taken cognizance of this condition, and partly for the purpose of curbing swollen fortunes, and partly for the purpose of raising revenue, have provided laws for collecting income and inheritance taxes. Whether in detail these laws are just, or whether they need minor amendments, is not of importance in this discussion, but the use to which the revenue derived from these sources is put is, as yet, somewhat an open question.

In almost every case the American state has reached a high level in the rate of property taxes, and this is especially true in the matter of taxes for school purposes. This was not true a generation ago, but it is true now because our fundamental laws (passed when schools were not obliged to perform such gigantic tasks) will not permit districts to vote a rate of taxation that will provide sufficient school revenue for present-day needs. Hence, something must be done. There seem to be several alternatives, but some action must be taken. Shall we change our laws and permit a higher rate of property tax in order to "carry on" in education? Shall we reduce the efficiency of our educative process by abandoning our policy of equal educational opportunities to all? Shall we get the needed funds from some source other than from property tax? America has no wish to hinder educational progress in any way and no intention of failing to provide for it. But the question is: "Where shall we get the funds to carry on our educational program?"

It is well known that the philanthropy of large fortunes has tended to foster and help schools, and it would seem that, in view of the fact that much of our material wealth is due to the work of the schools, some of the revenue derived from income and inheritance taxes should be applied to the support of schools. The schools are an agency in helping to produce our prosperity, and therefore, they are entitled to at least a part of the fruits of their labor.

We believe in creative work for children. We should have the same belief in regard to teachers. Research provides this opportunity. It is impersonal, unbiased, and wholly genuine. It has no apologies to offer and no argument to make for its existence. It exists and grows among us on the basis of sheer worth and undisputed accomplishment. —B. R. Buckingham.

They Say

E. V. McCOLLUM, Johns Hopkins University:—

"Regarding the discovery of vitamins, while the experimental period did not begin until about the beginning of the nineteenth century Hippocrates before 370 B.C. said there existed a specific universal nutrient principle (aliment) found in different kinds of natural foods."

GARRY CLEVELAND MYERS, Western Reserve University, Cleveland:—

"In an ideal classroom one would expect to find a highly moral atmosphere. In that classroom each child would manifest consideration of the rights and feelings of every other child. There would prevail a high level of sportsmanship in all personal relations. Each pupil would feel at ease as he attempted to express himself. No pupil would be rude while another speaks or asks a question. Teacher and pupil also all would be courteous to each other, no one taking unfair advantage, everybody playing the game fair."

H. M. CORNING, Colorado Springs:—

"The worthwhileness of a professional organization of the teachers of the state should be judged not alone by the program supplied for its annual meeting, but also by the creative activities in which it is engaged."

WILLIAM MARTIN PROCTOR, Stanford University:—

"The more complicated the social and industrial organization of society becomes, the greater becomes the task of helping boys and girls to find themselves, and the more help they need in discovering what their part in the world's work is to be."

ERNEST H. SHIDLER, Franklin College, Indiana:—

"The development of one's awareness and conception of himself as a participator and co-operator is one of the great needs in modern education, whether one is to deal with a small circle of friends or to think in terms of international groups."

EDWIN HEWETT REEDER, Teachers College, New York:—

"Teachers of education appear to have taken delight in multiplying special names and phrases to describe the various elements of the learning and the teaching process. Young students in normal colleges and teachers training schools are today confronted by strange new phrases and connotations for words apparently old and familiar. He must try to digest such expressions as the felt need, the inner urge, intrinsic and extrinsic interests, drive, integration, social situation, purposeful activity, project, problem, objectivity, subjectivity, the learning curve, stimulus, response, bonds, manipulation of the environment, distributed practice, instructional leads, concomitant learnings, sigma, coefficient of correlation, homogeneity, heterogeneity, synapses, and so on."

JULIUS STIEGLITZ, University of Chicago:—

"Chemistry is the fundamental science of the transformation of matter, and our life, from our inception to our return to dust, in every breath we draw and in every moment we live, is indissolubly connected with most complex transformations of matter. These take place in our blood, in our tissues, in our organs. Admittedly the life sciences still know far too little about these complex but fundamental chemical phenomena."

O. S. HUBBARD, superintendent, Fresno, California:—

"The welfare of the child in the schools should be the first and only consideration in hiring teachers. The idea that the school is an institution to give employment to women of any status or class, whatsoever, is a warped viewpoint. The fact that a woman is single, married or widowed should not enter into the problem."

S. C. GARRISON, George Peabody College:—

"The two major problems of educational psychology are concerned with individual differences and learning."

E. RUTH PYRTLE, Lincoln, Nebraska, president, National Education Association:—

"Having a keen sense of values, putting first thing first, getting the emphasis on that which is of most value, most worth while in building the life of the pupils, is a fundamental quality of a good teacher."

EARLE B. PHELPS, Columbia University:—

"Air is the most intimate and least dispensable part of man's environment. It presses closely against all the external surfaces of the body, and forces its way into the lungs, where it freely bathes a lung internal surface. . . . Health and comfort are dependent in considerable measure upon the atmospheric conditions."

Pedagogy and Pedadogy

By ARTHUR DEAN

The analogy between bringing up a child and raising a dog is striking — up to a certain point.

The education of each begins with its grandparents. When we buy a dog we have the entire dog world from which to select the breed and quality. When we have our own child, unfortunately perhaps, we are limited to what springs from ourselves. If we don't like the pup we can return him or shoot him. The law provides no such method of disposing of our children.

Dogs are crammed full of inheritance. So are children. At best a dog is only a dog; at worst he is only a poor dog. The best child is infinitely superior to the best dog; at its worst a child is worse than a poor dog because no dog ever has the chance to be what a child should be and a child is to be measured by his "should be" while a dog's "should be" is just "plain dog." And the fault in either case is not with the child or the dog, it is with their masters.

Dogs are surrounded by environment. Given a poor home environment and a poor master, a dog is just a plain dog. Given a good training and the right surroundings a dog is more than a dog, he comes pretty near to being a human being.

Inheritance is something that is handed to dogs and to children. It is a fixed matter and cannot be changed. Environment is something which we give to dogs and to children, and it is up to us as masters to surround them with the best environment. But the value of this environment is not in expensive houses for children or in dog kennels for dogs, nor in gold spoons for infants or Haviland china dog dishes, nor in baby clothes or in dog collars, nor in canopied beds or in silk dog cushions. The value of environment is judged by just one thing: Training in that environment. The fancy dog house and a gold name plate does not make a dog any more than mansions and platinum jewelry make a child.

A dog will eat ten times a day if allowed to. A child will eat twenty times a day if permitted to take a bite here and there and everywhere. If permitted a dog will gnaw a bone on the best rug and a child will wreck the tablecloth if not corrected. Both can be taught and thereby trained.

A puppy in his chewing-up-everything age does not discriminate between a lady's slipper and a block of wood. What nature demands for him is a bone, and given the right sort of bone he will stick to bones. Children will not discriminate between mama's best writing paper and a pad of ordinary cheap paper. But give the children big sheets of paper and colored crayons and they'll keep away from mother's Governor Winthrop. It is neither dog nor child nature to fold paws or hands and sit still.

Dogs grow up quickly. They are adolescent at the age of a year. They are Youth in all its glory before they are three; they are men and women by the time they are five or six. And sad to say, they are often dead before they are ten.

Children grow up more slowly. They are helpless cradle puppies. They are then toddlers. Then they are tantrumous boys and girls. They are boisterous, silly and fun-loving kids. They are troublesome, joy-giving, willful, beautiful, deceitful, affectionate — everything. And some day they grow up and we are proud of them. We remind them of their puppyhood and joke about it. We forget the trials they caused us.

But after all, and it hurts me to say this, a dog is only a dog. Even the best of them. Faithful, obedient and full of dog understanding. Human, almost. Yes, often more human than many humans. But a dog has his limitations. At best he will only be a sainted dog. He will never outgrow or overcome certain inherited traits. We excuse his failures by saying, "Remember after all he's only a dog."

But with a child we have no such excuse. We can only say: "Remember after all he is molded to the image of his Maker."

And that's the difference between aims of pedagogy and pedadogy.

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Glory of the Jamboree

By ARTHUR H. WILDE
Dean of School of Education, Boston University

[Interview]

TEN days with 50,000 Boy Scouts, of whom 35,000 were English, 1,200 American, 1 Fiji, and the other 12,799 from every country in Europe, except Italy, and from every British Dominion, was an experience that no one has had before the summer of 1929, and nowhere except in Arrow Park, Birkenhead, England.

Add to this a daily attendance of more than 30,000 intensely interested friends of youth, an attendance that reached 60,000 on the tenth day.

Arrow Park is five miles from Birkenhead, with no transportation except bus line, and daily there was a waiting line, from four to ten deep three blocks long, and yet there was never any crowding, jostling or rushing. Patience was on exhibition twice daily for ten days. Courtesy was uniformly and universally in evidence everywhere all the time. Boy Scouts had a noble demonstration of British hospitality.

The Jamboree spirit was irresistibly contagious among all languages and nationalities.

On the first two days national jealousies threatened discordant development. Americans were liable to suffer therefrom.

Our Scouts were the only ones with army tents, loaned by the United States Government, so that in the seven days of rain there was no discomfiture, and there was ample room in every tent. Our Scouts were always in uniform and with good equipment. An American Scout, though only one in forty in Arrow Park, was always a marked fellow.

Our boys were good natured, chummed with other boys from Roumania or the Fiji Islands, and there were no more universally popular Scouts than the Americans after the first two days.

The Scouts of languages and nationalities had no trouble in enjoying one another. They did not need interpreters. They just loved one another, and understood one another as naturally as children before they can talk and understand one another.

The visit of the Prince of Wales was an event in the lives of each of the 50,000 Scouts. Even the Fijian was enthusiastic over his appearance.

Lord Baden-Powell was even more enthusiastically greeted than was the Prince, for each of the fifty thousand Scouts knew that he would never have been a Scout but for Lord Baden-Powell.

California is having no end of trouble with its anti-fraternity and anti-sorority laws. It is quite tragic for a superintendent and high school principal to be obliged to divert their attention and effort to the enforcement of law.

Your Favorite Fruit Drink...
with the addition of
Horsford's Acid Phosphate
becomes a tonic drink
that relieves mental and nervous exhaustion; increases the activity of the brain and assists nature in restoring vitality to the body. *Try it!*
AT ALL DRUGGISTS
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How We Learn

Great truths are dearly bought. The common truth,
Such as men give and take from day to day,
Comes in the common walk of easy life,
Blown by the careless wind across our way.

Bought in the market at the current price,
Bred of the smile, the jest, perchance the bowl,
It tells no tales of daring or of worth,
Nor pierces even the surface of a soul.

Great truths are greatly won, not found by chance
Nor wafted on the breath of summer dream,
But grasped in the great struggle of a soul,
Hard buffeting with adverse wind and stream.

Not in the general mart, 'mid corn and wine,
Not in the merchandise of gold and gems,
Not in the world's gay hall of midnight mirth,
Not 'mid the blaze of regal diadems,

But in the day of conflict, fear and grief,
When the strong hand of God, put forth in might,
Plows up the subsoil of the stagnant heart
And brings the imprisoned truth seed to the light.

Wrung from the troubled spirit in hard hours
Of weakness, solitude, perchance of pain,
Truth springs, like harvest from the well plowed field,
And the soul feels it has not wept in vain.

—Bonar.

EDUCATION IN ACTION

University Makes Enrollment Change

Through a change in the general plan of enrollment in the arts and commerce law courses at the University of Kentucky, it has been made possible for new students who are contemplating taking the combined courses for the two degrees to enroll for three years in either arts or commerce, as a preparation for the law course to follow, which is a three-year course. An arts or commerce degree may thus be awarded the student at the end of his first year in the law school, but his fourth year in college. This plan makes it possible for students who have determined on their college course to enter either the arts college or the commerce college and work off their requirements in the first three years of the course, thus taking freshman year law in their fourth year in college, and receiving the arts or commerce degree, as the case may be, at the same time.

Pennsylvania Increases School Appropriations

Appropriations for education by the State of Pennsylvania involve the expenditure of $94,000,000 during the next two years, an increase of $19,500,000 over the state-aid appropriation for 1927-29. State teachers' colleges will receive $6,000,000 as compared to their appropriation for the last biennium of $3,000,000. Nearly $3,000,000 has been added to the appropriations for universities and colleges, the bulk of which will benefit the Pennsylvania State College. School districts will be reimbursed to the amount of $52,000,000, an increase of $4,500,000. A state education building also is being constructed at Harrisburg at a cost of $4,500,000.

Pupils Change Little, Says Veteran Teacher

When the school bell rang its last call to Miss Mattie Moore, of Spokane, Washington, this season, it ended forty-two years of teaching, thirty-one years in the same school, same room and same grade. She laid aside the blackboard pointer to retire from teaching and from 1-B grade with a record of never having missed a day on account of illness and never being late to a class. "Children of today are about the same as thirty years ago, in temperament, obedience and conduct," she says. "They get more out of their first half-year's work because of improved methods, but in natural talent rate about the same as always. If there is any noticeable change it is that they are slightly more nervous than they used to be. It may be the faster pace of living now."

Pupils Cost State 30 Cents Each, Daily

The average expenditure for current operation of public schools in North Carolina is thirty cents a day per pupil, according to figures compiled in Washington and announced by the State Department of Public Instruction. This state ranks seventh in current daily expense per pupil in sixteen Southern states, Florida, Oklahoma, Missouri, Maryland, Texas and Louisiana spending more. The average daily cost per pupil in the United States is forty-eight cents, or higher than that of any Southern state.

First Engineering School Over Century Old

The Rensselaer Polytechnic Institute, the first engineering school in the country, was founded in Troy in 1824. The establishment of Rensselaer was the result of a demand for men trained in engineering, following our two wars with England. Rensselaer's methods of instruction were inaugurated by Amos Eaton, the first director, who introduced field work and laboratory practice in the United States, and his innovations paved the way for the development of science and engineering in the technical schools, colleges and universities of this continent. Its early graduates were the pioneers who built the bridges, canals and highways in the new West.

College Oil Men Use Own Refinery

Analysis of the crude oil of the Crozny field in Russia will be, perhaps, the first assignment for students in refinery engineering when class work is resumed at the University of Oklahoma in September. This analysis will be devoid of laboratory routine, for the students will help run the oil through the university's new 300-barrel refinery, right on the campus. Oklahomans are beginning to realize that the university has attained a unique position, for this is declared to be the first school in the world to have a full-sized oil refinery on the campus. The plant, valued at nearly $100,000, consists of a ninety-foot fractionating tower and a tube still, completely equipped with controls and recording instruments, and seven storage tanks, ranging from twenty-five to 250 barrels capacity. The petroleum is heated in the still and forced through the fractionating tower, where the vapors are condensed into gasolines, kerosenes, naphthas, gas oils and lubricating distillates.

Put Purpose Before Penalty

Declaring that such external means of educational control as rewards and punishments fail to stir the real life of the child, Burton P. Fowler of Delaware advocated control "by purpose and by conscious interest arising from the nature of the situation," in a lecture during the World Conference on New Education at Elsinore, Denmark. Using as an illustration the plowing of a field, which might give a whole bundle of interests and activities to groups of children in neighboring schools, Mr. Fowler said that the task undertaken must be wholeheartedly the pupil's own. He must share in the plan of doing it and have some choice in the actual performance.

N. Y. Expends $4,000,000 On Schoolboy Ball Fields

New York City's schoolboy athletes are being equipped with some of the finest athletic fields ever constructed, and already the city has expended more than $4,000,000 for baseball and football fields. The board of education's new policy in New York is to acquire an athletic field with every new site for a public school, and physical developments will be stressed in the open rather than in high school gymnasiums. The $4,000,000 outlay covers a ten-year period, and the city has just appropriated $450,000 to acquire an athletic field for the Evander Childs high school.

Nautical Courses Begin in Fall

A marine course will be inaugurated this fall in the high schools of Seattle, Washington. In view of the maritime character of Puget Sound cities, the Board of Education decided to give instruction in the different branches of navigation. The new courses will be patterned after those in the University of Washington, but will be junior preparatory training. Because of previous requests for such instruction, it is expected that large classes in the city's eight high schools will enroll for the study of navigation in September.

Children Now At University

Children of from two and one-half to four and one-half years of age are now going to school at the College of Agriculture of the University of Nebraska at Lincoln. With a recently completed nursery school building, the Home Economics Department has opened a school which is attended by a limited number of small children. The building is a large two-story structure resembling more a home than a school. It is situated on the campus in a group of trees. "The equipment of the school," says a recent university bulletin, "both indoors and outdoors, is chosen with the idea of providing the children with an adequate and attractive, though simple and practical natural environment. Nothing in the rooms was bought without the aid of the most thoughtful study and scientific judgment. This nursery school offers also a laboratory which can be used to vitalize instruction in child care. One of the purposes of the Home Economics department is to train young women in the care and management of children. Students study children in all phases of their development and the nursery school becomes their laboratory. In time the result ought to be to raise the level of community understanding of children."

School Statistics Of Honduras

In 1928, according to figures presented in the Bulletin of the Pan American Union, there were in the Republic of Honduras, 1,055 primary schools, or eighty-one more than in 1927, with 1,355 teachers and 38,725 pupils; twelve schools for secondary instruction, with 398 students; normal schools and normal departments with 318 young men and women, of whom 119 received scholarships; a business school with 368 students; a university, including schools of engineering, law and medicine, with 134 students, and a vocational school for young women with 362 students. Moreover, school gardens were maintained, workshops were enlarged in various schools to further small industries, and in the normal school still more attention was given to the silk industry.

More Adults Go To School

Adult education in the United States increased thirty per cent. last year over the number registered for class work in the previous year. The number of grown people enrolled in 1926-27 was 200,000, and in 1927-28, 260,000. The Bureau of Education, which has just completed a bulletin on adult education, declared youth has no advantage over maturity in learning. "It is inclined to believe, in fact," said a statement from the bureau, "that when a man of forty-five and a youth of twenty are set to wrestle with any problem that constitutes an element in education, the older man, because of his experience and judgment, will more thoroughly master it." The bureau noted that as attendance of parents in schools has increased there has been an increased attendance also in day schools by children, since the interest of parents in getting an education has inspired them to greater effort to keep their children in school. The bureau expressed the view that the increased leisure time of American workers has been devoted to study.

200-Year-Old Elm Alters School Design

"Woodman, spare that tree," has more than a mere poetic significance to trustees of School District No. 9 in Attica, N. Y., who have decided to alter plans for a projected school building to comply with a property deed which forbids removal of a 200-year-old elm under which Attica children have played since 1806. The tree has been protected for more than a century of successive owners by a clause in the deed stipulating it never should be harmed. The clause had been forgotten when the deed was conveyed to the school trustees. Rather than violate the deed, the school trustees reshaped their plans to provide for a building equipped with the same facilities, but so situated as to permit the elm to stand, and future generations of school children will scamper under its branches at recess as did their ancestors who attended "the little brick schoolhouse" across the street.

Sergeant York Heads School He Founded

Sergeant Alvin York, the unschooled Tennessee mountaineer who gained fame by capturing 132 Germans single-handed, and returned home to invest his prestige in educating his people, has been recognized for his achievement by appointment to the presidency of Alvin York Agricultural Institute in Fentress County in Tennessee. Decision of the Tennessee State Board of Education to make him head of the institute ended an eight-year fight, during which his control has been contested in factional political wrangles and legislative manoeuvres. After Sergeant York had founded his school donated by the State, the institution soon became a victim of factional politics. In Fentress County one faction questioned Mr. York's control, claiming the State Appropriation Committee placed the school under state supervision. Mr. York, finding his hands tied, went before the State Legislature and threatened to establish an independent school if he was not made head of the agricultural institute. He won his point.

Texas Boy Wins French Prize

Marc Block, a sixteen-year-old American, born at Galveston, Texas, who is a student at the Lycee Pasteur in Paris, won the first prize in the study of mathematics, which was awarded by President Doumergue at the annual school ceremony. Block also received a medal from the French Association for the Advancement of the Sciences. The young Texan also won honorable mention among the best students in the Paris schools in the subject of geography.

Dry Law Said To Aid Education

Increased high school and college enrollments of the past ten years are not the aftermath of a popular whim, but one of the beneficial effects of the prohibition law, according to Fred A. Victor, associate state superintendent of the New York Anti-Saloon League. "More boys and girls are continuing school beyond the age limit required by law," Mr. Victor said. "The reason is that fathers are buying food, shoes and clothing for their families, instead of spending their money for liquor."

Five Thousand Tongues in World

No exact figures can be given on the number of languages because no two authorities would agree on just what constitutes a language. It is estimated, however, that there are about 5,000 distinct languages and separate dialects spoken in the world. English is more widely spoken than any other language. German comes second, Russian third, and French fourth.

Geography Teacher Gets It First Hand

A sun and wind-tanned motorcyclist arrived in Boston the middle of July, completing one-half of a tour of the border states of the United States. Curtis E. Gould, the mounted traveler,

The Psychology of Elementary School Subjects

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who is a teacher of commercial geography in the public schools of West Linn, South Portland, Oregon, was making the trip solely for educational purposes and for research work in vocational guidance for boys, which he also teaches. He planned a route that carried him through thirty-three states, covering approximately 12,000 miles, into Canada and Mexico—from the big timber to the cacti; from the desert plains to the mountains—thence to the opposite sea. Mr. Gould left Portland, Oregon, June 6, followed the Southern route into California, crossed the Arizona desert into New Mexico, and touching a part of Mexico. Traversing the entire state of Texas to the Gulf Coast, he circled the peninsula of Florida and came up the Atlantic Coast to Boston. From Boston he went to Portland, Me., and then followed the northerly route home.

Education Of the Crippled

Legislation for the education of the crippled adults has rapidly increased in recent years. All of the states except Connecticut, Delaware, Kansas, Maryland, Kentucky, Vermont and Washington are now co-operating with the Federal Government under the terms of the national civilian vocational rehabilitation act. The national rehabilitation act is broad enough in scope to include vocational training for all reasons of disability, whether congenital or caused by accident or disease. Under the rehabilitation laws of many of the states, numerous crippled persons, including both minors and adults, receive vocational education.

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TREND OF THE TIMES

EVERY DAY an estimated average of 2,360 persons are killed or seriously injured on the streets and highways of the United States, according to a report recently made by the American Road Builders' Association. This represents an estimated economic loss each year of nearly $1,000,000,000, exclusive of small property damage and insurance premiums. At the present rate it is believed that about 30,000 men, women and children will be victims of fatal accidents for the current year.

ULTRA-EMANCIPATED Turkish women are preparing a revolution to overthrow woman's traditional role in time of war. In the next war the enlightened women of Turkey will not be the theoretical "girl behind the man behind the gun" but actually the girl behind the actual gun. Keeping the home fires burning when there are only tatters of nerves and shreds of hearts to kindle the flames, is a harder job than soldiering, one woman said.

AFTER MONTHS of laborious statistical work the International Institute of Agriculture has promulgated the theory that world agricultural production, especially of wheat, determines movements of general price levels. The discovery, which is expected to help solve the problem of price fluctuation and stabilization and have a decided effect on agriculture, has been reported to the League of Nations.

CEDAR PENCIL WOOD near large factories is practically exhausted, and the industry is now investigating the possibility of utilizing Pacific Northwest and Alaska red cedar. Six hundred tons of cedar wood are used each day for pencils. In the search for substitutes myrtle and yew are being used in a series of experiments. Both woods are indigenous to the Pacific Coast.

TOTAL VOLUME of transactions between ourselves and other countries was in excess of $21,000,000,000 for 1928, according to the Department of Commerce. That is the sum of payments made by us and to us in the course of the year through foreign exchange market. To that extent we live by other peoples and they by us, despite all natural and artificial barriers.

LESS HOME COOKING is done now than formerly, according to F. C. Hamilton, expert for the Brooklyn Union Gas Company, who testified at a rate hearing recently in New York City. An exhibit offered by him showed that during the last seven years gas meters in restaurants increased 199 per cent., in laundries 116 per cent., and in delicatessens 138 per cent. He stated that "many thousands of gas stoves which glowed in homes during meal times a few years ago now remain dull and cold."

VIEWED in national perspective, woman's place in the onward sweep of industry is being analyzed in a dozen special studies now in process of preparation by the women's bureau of the department of labor. In behalf of the 9,000,000 working women of the United States, the women's bureau, only government unit "manned" entirely by women, keeps forty highly-trained research specialists at work on field surveys, personal interviews, compilations and tabulation of data.

CHURCHES were a greater fire risk a generation ago than they are today, and, in fact, in the last two decades of the nineteenth century nearly 6,000 churches were burned, the loss reaching $20,000,000. Today, however, there is much less risk of fire, and in order that the insurance rate on churches "should be lower than on any other structure, because there is no moral hazard on a church," fifteen prominent and wealthy Epicopalians of New York recently organized a fire insurance corporation for the Protestant Episcopal Church.

CREATIVE ARTS will be strong gainers on balance through the rapid development of the so-called machine age, in the opinion of Dr. A. D. Little, chemical engineer. Dr. Little believes that, far from being incompatible with beauty, machine-made products, when produced by machines operated by skillful experts, tend to develop an art fully equal to that of the old handcraft products.

TELLING EVIDENCE of the growing activity of New York was provided by the New York Telephone Company in the announcement that approximately 100 calls a second are now made over the 1,750,000 telephones in the city. The daily average for May was more than 8,600,000 calls, as compared to 7,850,000, or ninety-one a second, in May, 1928. That represents a gain of 763,000 calls a day in the past year.

The BOOK TABLE

TATTERS. By Margaret J. McElroy and Jessica O. Younge. Illustrations by Sue Runyon and Ruth Bennett. Cloth. New York, Cincinnati, Chicago, Boston, Atlanta: American Book Company.

Edward J. Tobin, Chicago, superintendent of Cook County, insists that every child who completes the second grade shall read intelligently and enjoy thoroughly reading an entire book by himself. Publishers are meeting this new requirement by having children in the second grade read many books entire at a lesson instead of merely reading one lesson in a book.

There is no better demonstration of educational progress in achievement than in the trail of the reading lesson. It was not long ago that a child in the third grade, even, only read a sentence and then another child read another sentence.

The next step, and a long stride it was, read a paragraph.

It is very recently that any school had a child read a whole lesson aloud. Now "Tatters" is to be read entirely by each child in a recitation period.

This is as great progress as going from an automobile of a make of 1920 to one of 1929.

STORIES OF THE ANCIENT PEOPLES. A Primary History. By Henry Smith Chapman, under the editorship of James Sullivan, State Department of New York. Cloth. Boston, New York, Chicago, Dallas, San Francisco: Houghton Mifflin Company.

This is an interesting adventure in writing the stories of ancient peoples in language that will be easily read by children, with illustrations that will create interest in the stories. Fortunately the schools can provide such books as supplementary reading in history. The present emphasis is so strongly modern that it is worthwhile to make an heroic effort to have children anchor the present in the past by such an adventure as this.

SCIENCE AND THE WAY TO HEALTH. By J. Mace Andress, Boston School of Physical Education, and Maud A. Brown, University of Kansas. Cloth. Illustrated. Boston, New York, Chicago, London, Atlanta, Dallas, Columbus, San Francisco: Ginn and Company.

The wonders of science are so miraculous that one cannot be surprised that science becomes almost a religion with some of those who know infinitely more of the revelations of science than non-scientists can know.

It is not long ago that intelligent men had ridiculous notions. I had a friend, an unusually intelligent man, who was sure that the only preventive of rheumatism was to have his long-legged boots stand soles up every night.

It is of incalculable value to the country to have the schools reach all homes with "Science and the Way to Health," and this text is genuinely scientific.

HISTORICAL SELECTIONS. By Hutton Webster, Ph. D., University of Nebraska. Cloth. 990 pages. Boston, New York, Chicago, Atlanta, San Francisco, Dallas: D. C. Heath and Company.

This is an exceptionally valuable presentation of history. A text-book of practically a thousand pages is of itself exceptional. There are 575 selections from history. They are grouped in thirty sections, with an average of nearly twenty selections to a section. The grouping is Egyptian, Babylonian and Assyrian, Phoenician, Persian, Hebrew.

The section on Greece and Rome is subdivided into social conditions, science, philosophy, ethics and myths.

Medieval Europe has eight sections and Modern Europe and America have seven sections, and the Far East deals with India, China and Japan.

CORK SHIPS AND HOW TO MAKE THEM. By Peter Adams. Illustrated by Madelaine Kroll.

CLIPPER SHIPS DONE IN CORK MODELS. By Peter Adams. Illustrated by Madelaine Kroll. New York: E. P. Dutton and Company, Inc.

This is something entirely new in every way. "Cork Ships" tells any boy how to build perfect little ship models, two inches high, out of ordinary bottle corks, matches, some pins, thread, and paper for sails—ships that will really float. The author has spent most of his life on the sea and his knowledge of ships is accurately and interestingly used to make and describe these small models. They range from the earliest Phoenician and Viking vessels to the modern racing sloops, with a little account of the history of each included in his directions.

"Clipper Ships" tells how with just a little skill and a slight pinch of patience, anyone possessing a bit of imagination can construct in this miniature form many of those lovely clippers, with their huge, towering masts and snow-white billowing sails.

It gives definite and clear directions how to make perfect little ship models out of ordinary bottle corks, matches, some pins, thread, and paper for sails.

THE PSYCHOLOGY OF ELEMENTARY SCHOOL SUBJECTS. By S. C. Garrison, George Peabody College for Teachers, and K. C. Garrison, North Carolina State College. Cloth. 570 pages. Richmond, Atlanta, Dallas, New York, Chicago: Johnson Publishing Company.

This is an intensely practical study of the art of teaching, from the standpoint of the science of education. The science of education is behind and beneath every attempt to carry the art of teaching forward and upward.

It is sane and sensible in all of its suggestions. While all technically definite, they are inspirational from the pupil's side, they are ennobling to the teacher.

There is nothing in the advice to the teacher as relates to specific subjects which tends to cramp thinking or belittle personality.

The book from start to finish is on a high scientific plane, while it has a companionable attitude all the time.

THREE BOY SCOUTS IN AFRICA. On Saferi with Martin Johnson. By Robert Dick Douglas, Jr., David R. Martin, Jr., and Douglas L. Oliver. Edited, with Introduction, by Clare B. Boequin, Lincoln School, Teachers' College. Cloth. Illustrated. New York City: G. P. Putnam's Sons.

South Africa seems to have the most attractive wild life of any part of the world, and men who seek adventure go there and report their heroic experiences and narrow escapes, but here are three Boy Scouts who saw all sorts of wild beasts and camped in the midst of them with no weapons but a camera. A family in the Berkshires had a more alarming adventure with a wild cat than these boys had when they were camped for days in comradeship with wild beasts.

We want to express our keen delight that publishers who have the copyright on books of the highest class will issue school editions as in this case.

PIONEER HEROES. By J. Walker McSpadden. Cloth. Illustrated by Howard L. Hastings. New York: Thomas Y. Crowell Company.

This is a vivid picture of the conquest of the country. While it is true to history, it is highly interesting because the story of La Salle, of the West, Iberville and Bienville, who

founded Louisiana, Oglethorpe of Georgia, John Sevier, of Tennessee, Father Serra, who established the California missions, and the more familiar pioneers, gives a romantic flavor to each of the twelve revelations of the struggle of the pioneers in the conquest of the South, West and Pacific Coast.

PROGRESSIVE PRACTICES IN DIRECTING LEARNING. By Anthony Ray Palmer, University of Pittsburgh. Cloth. New York: The Macmillan Company.

This text has a definite purpose to help teachers direct the learning activities of pupils through the use of progressive practices applicable anywhere under present conditions.

There are interesting illustrations from real life of everything suggested. We have never seen emphasis placed upon "economical living" as skilfully as in this text. From first to last the text enforces the need of effective direction of learning by the children.

HOW TO CONSTRUCT AND USE NON-STANDARDIZED OBJECTIVE TESTS. By Gale Smith, Superintendent, Rennselaer, Indiana. Cloth. 166 pages. Published by the Benton Review Shop, Fowler, Indiana.

Here is a wholesome discussion of the relative value of "home-made" tests that fit the need of a given school or community and a "ready-made" test.

There are so many "student tests" that one has to decide which will meet his need, and if none will, then Gale Smith tells just how to make a custom-made test that will just fit his need.

CHEMISTRY IN MEDICINE. Edited by Julius Stieglitz, University of Chicago. Advisory editors, Anton J. Carlson, Frank R. Lillie, and H. Gideon Wall, all of University of Chicago; Reid Hunt, of Harvard Medical School, and Lafayette B. Mendel, Yale University. Published by The Chemical Foundation, Inc., 654 Madison Avenue, New York City.

This is an extraordinary book in importance as well as in interest. Four Chicago professors, one of Harvard, and one of Yale must have devoted vast time, brilliant and masterful talent to the editing of this volume which contains thirty-nine articles on as many phases of chemistry, the relation of chemistry to health, comfort, and joy of living.

None of these editors or writers of special articles are supposed to have received any remuneration for their services. This is certainly true of the six editors.

There was, however, large expense in other ways, all of which was borne by Mr. and Mrs. Francis P. Garvan, because their little daughter, Patricia, a lovely child, died after a brief illness in which the best medical science in the country at a consultation confessed themselves utterly powerless.

This famous group of articles is one of the results of the devotion of Mr. and Mrs. Garvan to help save others from the inability of the best medical talent to understand some diseases and their treatment.

SURVEY OF HIGHER EDUCATION FOR THE UNITED LUTHERAN CHURCH IN AMERICA. In three volumes. By R. J. Leonard, E. S. Evendon and F. B. O'Rear, all of Teachers' College, Columbia University. Cloth (6 by 9 inches). Volume I, 622 pages. Volume II, 612 pages. Volume III, 389 pages. Bureau of Publication, Teachers College, Columbia University, New York.

The extent of the work and the character of the surveys are a guarantee of reliable and interesting information about the scholastic standards of the work done and the value educationally and religiously of the results.

THE SUPERVISION OF ELEMENTARY SUBJECTS. Edited by William H. Burton, University of Chicago. There are contributions by Walter Barnes, State Teachers' College, Fairmont, West Virginia; Mary G. Kelty, State Teachers College, Oshkosh; Edgar B. Gordon, University of Wisconsin; Frederick G. Bonser, Teachers' College, New York, and others. Cloth. 710 pages. New York: D. Appleton and Company.

Each elementary school subject is scientifically and professionally treated. A more competent group of specialists could not be brought together, and the rivalry of thirteen specialists stimulates each to be at his best. We have never seen a better grouping of elementary specialists than here.

AN INTRODUCTION TO AMERICAN CIVILIZATION. A Study of Economic Life in the United States. A Textbook in Geography and Civics, with Historical Backgrounds. By Harold Rugg, Teachers' College, New York. Cloth. 610 pages. Illustrated. Boston, New York, Chicago, London, Atlanta, Dallas, Columbus, San Francisco: Ginn and Company.

Harold Rugg and his publishers have produced one of the few demonstrations of meeting responsibility of preparing the youth of today to live successfully, comfortably and happily in the modern life of tomorrow.

At the same time "An Introduction to American Civilization" is a revelation to everyone of what it will mean to live and work and play in the immediate future.

There is a remarkable marshaling of facts of yesterday, so that they will focus on tomorrow.

Here is a clear demonstration of why industrial, social and civic life has changed so vitally since 1920.

There is also an heroic suggestion of how children and youth and adults of today can adjust today to tomorrow.

The keynote of this remarkable book is appreciation of mass production in factories, increased speed in all activities, broader market in merchandising, more leisure for those who work, improved conditions in homemaking, better commuting arrangements, higher ideals in civic responsibility.

Books Received

"From Then Till Now." By Julia Augusta Schwartz. Yonkers, New York: World Book Company.

"Some Problems of the General Shop." By William T. Bawden. Peoria, Illinois: The Manual Arts Press.

"The Christopher Robin Story Book." By A. A. Milne.—"Alice's Adventures in Wonderland." By Lewis Carroll.—"Daind." By Julia Davis Adams. New York: E. P. Dutton and Company.

"Lending Collection," Newark Museum. Newark, New Jersey: The Museum.

"The Child Key to Reading: Do and Learn Plan." By W. H. Holmes and L. D. Weed. Dansville, New York: F. A. Owen Publishing Company.

"Gregg Speed Studies." By John Robert Gregg.—"A Scientific Study in Curriculum Making." By W. L. Connor and L. L. Jones.—"The Technique of Teaching Typewriting." By Jane E. Clem. New York City: Gregg Publishing Company.

"Real Life Stories." By W. W. Theisen and S. A. Leonard.—"School Clubs." By Harry C. McKhown.—"Progressive Practices in Directing Learning." By Anthony Ray Palmer.—"The Marquette Readers." By Sisters of Mercy.—"Wonder Stories of God's People." By Rev. P. Henry Matimore.—"A Child's Garden of Religious Stories." By Rev. P. Henry Matimore. New York: Macmillan Company.

"Strange Birds at the Zoo." By Julia T. E. Stoddart.—"Stay-at-Home Birds." By Mae Norton Morris.—"Pioneer Heroes." By J. Walker McSpadden. New York: Thomas Y. Crowell Company.

"The Supervision of Elementary Subjects." Edited by William H. Burton. New York: D. Appleton and Company.

"Loneliness and Other Essays." By Agnes J. Larcom. London: Duckworth.

"The Singer's Art." By Agnes J. Larcom. London: Novello and Company.

"English at Work." By Elizabeth Hill Spalding. Yonkers, New York: World Book Company.

"The Thinking Machine." By C. Judson Herrick. Chicago, Illinois: University of Chicago Press.

"The Cow Next Door." By Marion Bullard.—"The Sons o' Cormac." By Aldis Dunbar.—"A Busy Day." By Beatrice and Sylvia Tobias.—"Sunny Sayings." By Fanny Y. Cory. New York City: E. P. Dutton & Company, Inc.

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Artist—"Well, you see, while waiting for the right number I used to get quite a lot of practice drawing on the pad."

A Reminder

Mamma—"If you had two pennies, Raymond, and I were to give you three more, how much money would you have?"

Raymond — "Make it dollars, mamma. What's the use of being stingy with make-believe money?"

Pioneer Stock

"Have you lived in this town many years?"

"Yep—I been here longer'n the steel pens down to the postoffice."

Missing Dingus

Traffic Cop—"Say, you, what do you mean by racing down Main street like a madman? You'll kill somebody. Why don't you use your noodle?"

New Motorist—"Noodle? Noodle? Where in heck is the noodle? I pushed and pulled everything on the dashboard and nothing would stop her."

The Idea!

"Don't you and your husband patch up your quarrels?" asked the visitor.

"Dear me, no!" replied Mrs. Newrich. "We can always afford to have new ones."

A Dandy Way

Five-year-old Dorothy's aunt had just come to spend a week at her home.

"Now, auntie, you must make yourself at home," said Dorothy.

"How can I do that, dear?" queried her aunt.

"Why," answered Dorothy, "you can just pitch in and help mamma work."

Fellow Rascals

She—"The world is full of rascals. This morning the new iceman gave me a counterfeit half-dollar."

He—"Where is it, my dear?"

She—"Oh, I've already got rid of it. Luckily the butcher took it."

A Hint

"I have tickets for the theatre."

"Good, I will start dressing at once."

"Do, dear, they are for tomorrow night."

The Letter and the Spirit

"Why did you break your engagement with Tom?"

"Well, he told me he was a kidney and liver specialist, and I found out he only works in a butcher shop."

His Reason for Buying

Onandoff—"How do you like this place, dear? Shall we buy it?"

The Mrs.—"Oh, it's perfectly lovely! The view from this balcony leaves me speechless."

Onandoff—"Then we'll surely buy it."

Does He Smoke?

Mrs. Lonebody—"My husband is away a good deal and I want a parrot for company. Does this one use rough language?"

Bird Seller—"Lady, with that bird in the house you'll never miss your husband."

A Laudable Ambition

The Sire—"Son, your school report shows a lot of very low marks. How about it?"

The Son—"Well, you see, dad, everything's so high nowadays I thought it was time some items were marked down."

Operation Successful

"Did the doctor remove your appendix?"

"Feels to me like he removed my whole table of contents."

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Need for Schools in South

[Boston Herald.]

When President Hoover learned that there were illiterate children and youth in the Virginia mountains near his summer home, he interested himself in the serious situation and planned to invest $1,200 of his own money in a modest schoolhouse in which the children of his neighbors in the mountains would be taught to read and write.

Some enterprising newspaper reporters, learning of the President's intentions, broadcast the situation, and in three days the President received subscriptions amounting to $120,000. He returned ninety-nine per cent. of the amount to the subscribers.

This would be interesting were it not so tragic.

Mrs. Cora Wilson Stewart of Moonlight School fame has devoted her life for fifteen years to the elimination of illiteracy, largely financing herself by lecturing and authorship. Through her efforts ten thousand times as many illiterates in other mountains have been rescued from illiteracy as are in the President's neighborhood.

There is now an organization trying to finance Mrs. Stewart's international crusade to reduce the illiteracy of the world. Dr. John H. Finley is the chairman of this committee, William Allen White, Glenn Frank, Jane Addams, Augustus O. Thomas and other eminent public-spirited men and women are making a heroic effort to get a few needed thousands to make a world crusade, and a tenth part of the $120,000 that was over-subscribed for the few illiterates in President Hoover's neighborhood would help to rescue a quarter of a million illiterates in the continents of the old world and the new.

It is tragic philosophy that will give $120,000 when only $1,200 is needed, and will not give $1,200 where $120,000 is needed.

A. E. Winship.

Appeal of 5,000,000

[Editorial, Boston American, September 10, 1929.]

President Hoover seems to have adopted the feeble and almost pathetic plan of making himself the head of a civilian committee to raise funds to build a schoolhouse and ask the state of Virginia to supply a teacher to educate several hundred children in the Blue Ridge Mountains surrounding Mr. Hoover's fishing camp.

It is easy to understand the sympathy of Mr. Hoover for those illiterate children of the Virginia mountains.

But what about the other five million uneducated children scattered throughout the United States, who have neither seen Mr. Hoover's fishing camp, nor enjoyed the privilege of meeting him personally?

Yet Mr. Hoover is just as much their President as he is the President of his neighbors along the Rapidan.

And in behalf of those five million children, millions of Mr. Hoover's countrymen are not asking the charity of a civilian committee, but rather are demanding justice from the government of the wealthiest nation in the world.

Surely a man of Mr. Hoover's engineering turn of mind can visualize the needs of these five million children who are today either out of school for lack of school facilities or are being taught by teachers who themselves ought to go to school, or are not being taught at all.

Surely a man of Mr. Hoover's pride of achievement will not, upon reflection, prefer to be the head of a civilian committee to raise a few dollars from private sources to build one little schoolhouse in the Virginia mountains when his is the opportunity to become the head of a great national movement to eradicate illiteracy from every household under the flag.

Meetings To Be Held

SEPTEMBER

30-October 5: American Public Health Association, New York City; Sec. Homer N. Calvert, 370 Seventh Avenue, New York City; Minneapolis, Minn.

OCTOBER

8-11: Wyoming State Teachers Association; Sec. B. H. McIntosh, Cheyenne; Thermopolis.

17-18: Northeastern Indiana Teachers Association, Fort Wayne.

17-19: Indiana State Teachers Association; Sec. Mary Harsha, Vincennes; Indianapolis.

17-19: Minnesota Education Association; Sec. C. G. Schultz, 162 W. College Avenue, St. Paul, Minnesota.

17-19: Utah Education Association; Sec. D. W. Parratt, 316 Vermont Building, Salt Lake City, Utah.

18: Indiana History Teachers Association; Sec. Minnie Lloyd, Shortridge High School, Indianapolis; Indianapolis.

20-30: Association for the Study of Negro Life and History, Washington, D. C.; Sec. S. W. Rutherford, 1538 Ninth St., N. W., Washington, D. C.; Washington, D. C.

21-24: National League of Compulsory Education Officials; Sec. J. A. Parker, 63 Pynchon Street, Springfield, Mass.; Kansas City, Missouri.

21-26: Washington Education Association; Sec. A. L. Marsh, 707 Lowman Building, Seattle; Seattle.

24-26: Rhode Island Institute of Instruction; Sec. C. W. Bosworth, Cranston High School, Auburn; Providence.

25: Connecticut State Teachers Association; Sec. S. P. Willard, Colchester; Hartford, New Haven, Bridgeport, Norwich.

25: Franklin County (Mass.) Teachers' Association, Greenfield, Mass. Mrs. Mary Dennis, secretary, Rowe, Mass.

28-30: Association of American Medical Colleges; Sec. Fred C. Zapffe, 25 E. Washington Street, Chicago, Illinois; New York City.

28-31: Southern Women's Educational Alliance; O. Latham Hatcher, 401 Grace-American Building, Richmond, Va.; New York City.

31-November 1: Illinois Vocational Home-making Teachers; Chicago. Adah Hess, Springfield, Illinois.

30-Nov. 2: Nebraska State Teachers' Association; Sec. E. M. Hosman, Lincoln, Nebraska.

31-Nov. 2: Kansas State Teachers' Association; Sec. F. L. Pinet, 315 W. 10th Street, Topeka, Kansas; Independence, Kansas City, Salina, Topeka, Wichita.

31-Nov. 2: New Mexico Educational Association; J. F. Zimmerman, University of New Mexico, Albuquerque, New Mexico; Albuquerque.

NOVEMBER

November 1 and 2: Illinois Home Economics Association; Chicago. Secretary Lillian Stevenson, University of Chicago.

6: Child Study Association of America, New York City; Sec. Hettie Harris, 54 W 74th Street, New York City; New York City.

7-8: Joint meeting. Massachusetts Superintendents and New England Superintendents. Gardner Hall, State House, Boston.

7-9: Association of Governing Boards of State Universities and Allied Institutions; Sec. D. W. Springer, 1202 National Press Building, Washington, D. C.; Lafayette, Indiana.

7-9: Wisconsin Teachers' Association; Sec. B. E. McCormick, 716 Beaver Building, Madison; Milwaukee.

9-12: New Jersey State Teachers' Association; Sec. C. B. Dyke, Short Hills; Atlantic City.

11: New Jersey Association of Teachers of English; Sec. B. E. Riggs, High School, New Brunswick; Atlantic City.

13-16: Missouri State Teachers Association; Sec. E. M. Carter, Columbia; St. Louis.

14: National Committee for Mental Hygiene, New York City; Sec. Clifford W. Beers, 370 Seventh Avenue, New York City; New York City.

14-16: Arkansas Education Association; Sec. H. L. Lambert, Box 1986, Little Rock; Little Rock.

14-16: Association of Urban Universities; Sec. C. S. Marsh, 25 Niagara Square, Buffalo, New York; Cincinnati, Ohio.

18-19: National Association of State Universities in the United States of America; Sec. A. H. Upham, Miami University, Oxford, Ohio; Chicago, Illinois.

19: American Art Bureau, Chicago, Illinois; Sec. Edwin Brown, 106 W. Jackson Blvd., Chicago, Illinois.

20: Carnegie Foundation for the Advancement of Teaching, New York City; Sec. Clyde Furst, 522 Fifth Avenue, New York City; New York City.

20-21: Illinois City Superintendents Association; Sec. H. B. Black, Matoon; Urbana.

25-28: South Dakota Education Association; Sec. N. E. Steele, Sioux Falls; Rapid City.

25-30: Texas State Teachers Association (colored); Sec. J. W. Rice, 2600 Swiss Avenue, Dallas; Houston.

26-27: Association of Public School Trustees of Virginia; Sec. F. Diehl, Farmville; Richmond.

28: Virginia English Teachers Association; Sec. L. C. Daniel, Fredericksburg; Richmond.

28-30: National Council of Teachers of English; Sec. W. W. Hatfield, Chicago Normal College, Chicago, Illinois; Kansas City, Missouri.

28-30: Texas State Teachers' Association; Sec. E. T. Ellis, Anderson Building, Fort Worth.

29-30: California Kindergarten Primary Association; Sec. Mrs. G. H. Anderson, 1186 Victoria Avenue, Los Angeles.

29: Central Association of Science and Mathematics Teachers; Sec. W. F. Roecker, 1439 Fourteenth Street, Milwaukee; Chicago, Illinois.

29-30: Association of Colleges and Secondary Schools of the Middle States and Maryland; Sec. G. W. McClelland, University of Pennsylvania, Philadelphia, Penna.; Atlantic City, New Jersey.

29-30: Association of Modern Language Teachers of the Middle States and Maryland; Sec. Merle Protzman, George Washington University, Washington, D. C.

29-30: Interfraternity Conference, New York; Sec. Charles W. Gerstenberg, 70 Fifth Avenue, New York City; New York City.

29: Virginia Society of History Teachers; Sec. V. Harnsburger, Glass High School, Lynchburg; Richmond.

30: College Conference on English in the Central Atlantic States; Sec. N. E. McClure, Ursinus College, Collegeville, Pennsylvania; Atlantic City, New Jersey.

30-Dec. 3: Elementary Principals and Supervisors Association of Texas; Sec. Dora B. Lantrip, 4525 McKinney Avenue, Houston.

DECEMBER

2: Society of Directors of Physical Education in Colleges; Sec. T. N. Metcalf, Iowa State College, Ames, Iowa; New York City.

2-6: Association of Colleges and Secondary Schools of the Southern States; Sec. Guy E. Snavely, Southern College, Birmingham, Alabama; Lexington, Kentucky.

2-7: Southern Commission on Higher Institutions; Sec. D. Theodore Jacks, Emory University, Atlanta, Georgia.

5-7: American Vocational Association; Sec. Z. M. Smith, Indianapolis, Indiana; New Orleans, Louisiana.

6-7: New England Association of Colleges and Secondary Schools; Sec. W. B. Jacobs, Brown University, Providence, Rhode Island; Boston, Mass.

7: Association of Teachers of Mathematics in New England; Sec. H. D. Gaylord, 20 Garden Street, Cambridge, Mass.; Boston, Mass.

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